

Alma de Arte Charter School –
Charter Renewal Documentation showing compliance with school condition

Condition: Alma de Arte Charter School Executive Director and/or designee will submit evidence to the Charter Schools Division (CSD) staff *in the fall and in the spring* of the current contract, a detailed Academic Improvement Plan and Short Cycle Assessment results to improve student academic outcomes. The submissions will include measurable goals, responsible parties, timelines, action steps, and fall and/or spring SCA results.

<p>Section 1 (Yellow sections) completed and submitted by December 31 of each year.</p> <p>I affirm that the Information has been collected and is provided in the first 90-day NM-DASH plan report or is explained further in the comment section below.</p>	<p>Section 2 (White sections) completed and submitted by June 30 of each year.</p> <p>I affirm that the Information has been collected and is provided in the second 90-day NM-DASH plan report or is explained further in the comment section below.</p>
<p>_____</p> <p>Alma de Arte Charter School Executive Director or designee</p>	<p>_____</p> <p>Alma de Arte Charter School Executive Director or designee</p>
<p>_____</p> <p>Date of first submittal</p>	<p>_____</p> <p>Date of second updated submittal</p>

Goals:

- By the end of each school year, 90% of FAY students from 9-12th grade will increase their reading skill proficiency overall by 5 percentage points as measured by the short cycle data and dyslexia screener collected in the end of the year assessments (Illuminate and dyslexia screener, or something similar).
- By the end of each school year, 90% of FAY students from 9-12th grade will increase their math skill proficiency overall by 5 percentage points as measured by the short cycle data collected in the end of the year assessments (Illuminate or something similar).

Section 1: Fall SCA Results and implementation

Improvement Actions	
Short Cycle Assessment program is implemented in the fall. Remedial instruction happens in the classroom and during after school activities/tutoring based on day-to-day lessons/observations and data from short cycle assessments that are completed during the year.	
	Step 1: Within the first two weeks of school (or the first two weeks of a student enrolling in Alma for the first time) each student will be tested with the Reading Plus or similar assessment and within the first month, we will run the Beginning of Year (BOY) short cycle assessments. PERSONS RESPONSIBLE: Testing Coordinator and the teacher of the subject area being tested (Math, ELA, and Science (if applicable)).
	Step 2: Brigance testing given to all Special Education students for Beginning of Year (BOY) PERSONS RESPONSIBLE: Special Education Program Specialist
	Step 3: Data results will be given out to teachers within the two weeks following the completion of testing or as soon as they are readily available to use to inform their instruction and planning in their classroom.

	<p>PERSONS RESPONSIBLE: Testing Coordinator and the teacher of the subject area being tested (Math, ELA, and Science (if applicable)).</p>
	<p>Step 4: The school will establish a math and reading curriculum, and utilize this curriculum throughout the year, that targets growth in students to close the learning gaps.</p> <p>PERSONS RESPONSIBLE: ELA teachers, math teachers, and Principal (monitoring walkthrough to see if data driven instruction is being utilized in the classroom).</p>

Comments on completion Steps 1-4, as needed:

Section 2. Winter and Spring SCA Results

<p>Classroom support implemented during the school year</p>	
	<p>Step 1: The school will utilize the math and reading curriculum throughout the year that targets growth in students to close the learning gaps.</p> <p>PERSONS RESPONSIBLE: ELA teachers, Math teachers, and Principal (monitoring walkthrough to see if data driven instruction is being utilized in the classroom).</p>

	<p>Step 2: The school will provide high quality reading and math interventions in an afterschool program for the students/families who opt in.</p> <p>PERSONS RESPONSIBLE: ELA teachers and Principal (monitoring walkthrough to see if data driven instruction is being utilized in the classroom).</p>
	<p>Step 3: Mid-year, each student will be tested with the mid-year short cycle assessments. Data results will be given out to teachers within the two weeks following the completion of testing or as soon as they are readily available to use to inform their instruction and planning in their classroom.</p> <p>PERSONS RESPONSIBLE: Testing Coordinator and the teacher of the subject area being tested (Math, ELA, and Science (if applicable)).</p>
	<p>Step 4: Mid-year, Brigance testing given to all Special Education students. Data results will be given out to teachers within the two weeks following the completion of testing or as soon as they are readily available to use to inform their instruction and planning in their classroom.</p> <p>PERSONS RESPONSIBLE: Special Education Program Specialist</p>
End of Year testing and assessment	
	<p>Step 5: End of year, each student will be tested with the end of year short cycle assessments and the math end of the year assessments. Data results will be added to BOY and mid-year data and progress for each student calculated.</p> <p>PERSONS RESPONSIBLE: Testing Coordinator and the teacher of the subject area being tested (Math, ELA, and Science (if applicable)).</p>
	<p>Step 6: May meeting with the team. Annual meeting with academic planning team to close out short cycle</p>

	<p>assessment for the year, confirm progress and make any adjustments. Update will be provided to those not in attendance.</p> <p>PERSONS RESPONSIBLE:</p>
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Comments on completion of Steps 1 – 6, as needed:

Results of Goals - For informational purposes only, not included as part of the Condition

- By the end of each school year, 90% of full academic year students in 9-12th grade will increase their reading skill proficiency overall by 5 percentage points as measured by the short cycle data and dyslexia screener collected in the end of the year assessments (Illuminate and dyslexia screener).
- By the end of each school year, 90% of full academic year students in 9-12th grade will increase their math skill proficiency overall by 5 percentage points as measured by the short cycle data collected in the end of the year assessments (Illuminate is used in 2022).

Short Cycle Assessment Used	% of 9-12 students who increased their reading skill proficiency overall by 5%	% of 9-12 students who increased their math skill proficiency overall by 5%

What changes are proposed by the school to improve the outcome if fewer than 90% of students met the goal?	See, second 90-day NM-DASH plan report	See, second 90-day NM-DASH plan report
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